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ABSTRACT

In the third year in its three-year funding cycle, Project "At Your Service" offered bilingual instruction and supportive services to 200 Hispanic students at Park West High School in New York City. The ultimate goal of the program was to develop students' English proficiency and to prepare them to meet the requirements for high school graduation. Among the activities conducted under the program were curriculum materials development and adaptation; student supportive services in the form of guidance and academic counseling, home visits, and career orientation and planning; staff development workshops, lectures, conferences and courses; and outreach to parents. Quantitative analysis of student achievement indicates that, with few exceptions, program students performed well in English language, mathematics, social studies, science, and native language arts, and that their attendance rate was significantly higher than that of the total school population. (GC)

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PARK WEST HIGH SCHOOL

"AT YOUR SERVICE"

1982-1983

OEE Evaluation Report

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O.E.E. Evaluation Report

March, 1984

Grant Number: G008007091

PARK WEST HIGH SCHOOL

"AT YOUR SERVICE"

1982-1983

Principal: Mr. Edward Morris

Director: Mr. Peter Miranda

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A SUMMARY OF THE EVALUATION
FOR THE
"AT YOUR SERVICE" PROGRAM
PARK WEST HIGH SCHOOL
1982-1983

In its final year of a three-year funding cycle, this program offered bilingual instruction and supportive services to 200 Hispanic limited English proficiency students in grades nine through twelve. Vocational awareness was emphasized. The target population represented 12 national backgrounds: half were born in the Dominican Republic and about a quarter in Puerto Rico. Ninety-two percent of the students were foreign-born; all spoke Spanish at home. Students varied in native-language ability, proficiency in English, and overall academic preparedness.

The ultimate goal of the program was to develop students' proficiency in English and to prepare them to meet the requirements for high school graduation. The instructional approach was based on students' levels of English proficiency: students who had least proficiency in English were taught primarily in Spanish; those who had greater proficiency were taught primarily in English.

Title VII funds supported administrative and support services staff. Most instructional positions were funded by tax-levy funds; Title I funded paraprofessional assistance and staff development personnel. Supplementary funding was provided by New York City Module 5B. The program developed and adapted curricula in addition to using commercial materials. Curriculum materials were completed in native language arts, biology, and career awareness and were being developed in history and sex education. Supportive services to program students consisted of guidance and academic counseling, home visits, and career orientation. Staff development activities included monthly department meetings, workshops and lectures, conferences, and attendance at university courses. Parents of program students were members of a parent/teacher/student advisory committee and attended program, school-wide, and outside conferences and activities. The program also sponsored career planning activities to complement the academic program.

Students were assessed in English-language development (Criterion Referenced English Syntax Test); mathematics, social studies, science, and native language arts (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement indicates that:

--Program student mastered an average of 1.66 CREST objectives per month in the fall and 0.93 CREST objectives per month in the spring.

--Program students demonstrated statistically significant gains on the Prueba de Lectura.

--Overall passing rates in mathematics, science, and social studies exceeded 75 percent in both fall and spring, except for students in fall social studies courses.

--The attendance rate of program students was significantly greater than the attendance of the total school population.

The success of the program was attributed to: staff competence and commitment; program organization; gains in the acquisition and development of curricula, particularly in content areas and vocational orientation; and active parental involvement.

The following recommendations are aimed at improving the overall effectiveness of the program:

--Coordinating and implementing cross-cultural/interethnic relations courses and/or workshops;

--Providing instruction geared to the "above average" students who may also be prepared to tutor their less advanced peers;

--Integrating the career awareness component with more curricular areas such as E.S.L. and math;

--Assigning the project director official status to facilitate the supervision of program teachers;

--Exploring the effects of an explict language policy to guide the use of Spanish and English in the content areas, and considering how E.S.L. may be taught in order to enhance conceptual development and achievement in the content areas;

--Increasing bilingual guidance and psychological services assigned to the program or, at least, more regularly scheduled group counseling sessions, if resources are available.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT "AT YOUR SERVICE"

(Spanish English Road to Valuable Career Education)

Park West High School

Location:	525 West 50th Street, Room 375 New York, New York 10019
Year of Operation:	1982-83, final year of a three-year funding cycle
Target Language:	Spanish
Number of Students:	200 students in grades 9 through 12
Principal:	Mr. Edward Morris
Project Director:	Mr. Peter Miranda

I. CONTEXT

SCHOOL SITE

Project "At Your Service" is housed in the Park West High School. In 1982-83, there was a school register of 3,240 students and the school average daily register was 2,879. The school attendance averaged 72 percent of the daily register. Of the total register, 47 percent were eligible for free lunch. It is estimated that about 45.6 percent of the students in the school read at two or more years below grade level. Twelfth graders comprise less than 10 percent of the total school population, and only about half of those who graduate continue their education.

Table 1 presents the ethnic/racial distribution of the school population. Fifty-seven percent of the students are black, followed by a substantial (38.6 percent) proportion of Hispanics. Together, these two groups comprise 96 percent of the school population; of the rest,

most are white or Asian. There has been a trend toward an increasing enrollment of southeast Asian students, and the school now offers special services to non-Hispanic LEP students, particularly Cambodian and Vietnamese students. School faculty and administration are mostly white. The program faculty, however, includes Hispanics and black Americans.

The school's ethnic/racial composition is important because of its implications for inter-ethnic/racial relations. Although there are reports of cooperation among groups in the bilingual/E.S.L. mini-school, there have been instances of conflict between these students and black American students in the mainstream. The school and progam administration have had to intervene to appease the groups and to normalize the situation.

TABLE 1

Ethnic Composition of Students in the School

Ethnicity/Race	Number	Percent
Black	1,748	57.0
American Indian	4	0.1
Asian	55	1.8
Hispanic	1,185	38.6
White	76	2.5
TOTAL	3,068	100.0

- The school population is composed primarily of black (57 percent) and Hispanic (38.6 percent) students.
- The rest of the school population is composed of white (2.5 Asian (1.8 percent), and American Indian (0.1 percent) students.

The languages spoken in school and on school grounds reflect the varied ethnic composition of the student population. A member of the evaluation team heard more English used by Hispanic program students than he had during site visits in the two previous years. This may be due to the fact that the program now enrolls students who are not recently-arrived immigrants. Some students have been in the program for two years or more (see Table 5); others, possibly fluent but not literate in English, came from junior high schools in which they participated in bilingual programs.

II. STUDENT CHARACTERISTICS

Most program students are immigrants to the United States. Project staff feel, however, that some distinctions can be made between ethnic groups based on their immigration histories. For example, many Dominican students have had little, if any, schooling prior to immigration. Reportedly, they tend to experience more academic problems and to be overage for their grade more frequently than other Hispanics. Colombian and Ecuadorian students often come to this country some years after their parents. Problems arise when the separated family reunites and undergoes adjustment to a new cultural environment. Table 2 shows the program students by country of origin.

The students commonly share similar socioeconomic, family, and personal conditions. Most are of low-income families who are experiencing stressful personal problems. Most need constant counseling, some have left their homes, and many, particularly females, claim to lack communication with their parents. It is reported that, generally, the longer the students stay in the U.S., the more problems they encounter related to discipline, security, and crime. The project director noted the progressive relationship and commented that students have not only learned more English, but have also been acculturated to "street culture; they are now city wise." This is a relationship that merits study in similar programs throughout the city.

TABLE 2

Program Students' Countries of Origin

Country of Birth	Number of Students	Percent of Program
Dominican Republic	85	45
Puerto Rico	32	17
Ecuador	29	15
Colombia	10	5
Mexico	6	3
Panama	5	3
Honduras	3	2
Nicaragua	2	1
Cuba	1	less than 1
Guatemala	1	less than 1
Peru	1	less than 1
Venezuela	1	less than 1
United States	15	8
TOTAL	191	100

- Forty-five percent of the students were born in the Dominican Republic.
- Fifteen students were born in the United States.

Tables 3 and 4 present the distribution of students by sex and grade and age and grade, respectively. Table 5 shows the time spent by the students in the bilingual program. It is interesting to note that boys outnumber girls for unknown reasons; most students are overage, which suggests they have greater pressures on them to work, greater need for counseling, and needs to finish before they're too old.

TABLE 3

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	32	78	9	22	41	21
10	62	74	22	26	84	44
11	34	83	7	17	41	21
12	17	63	10	37	27	14
TOTAL	145	75	48	25	193	100

- Three-fourths of the program students are male.
- Most program students are in the tenth grade.

TABLE 4

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	3	1	0	0	4
15	[illegible]	[illegible]	0	0	[illegible]
16	19	[illegible]	[illegible]	0	57
17	7	23	[illegible]	[illegible]	46
18	3	14	16	[illegible]	40
19	0	5	3	11	19
20	0	0	1	5	6
21	0	0	1	2	3
TOTAL	41	84	41	27	193
Average Students:					
Number	29	42	21	18	110
Percent	71	50	51	67	57

Note. Shaded boxes indicate expected age range for grade.

- Fifty-seven percent of the program students are overage for their grade.
- The highest percentage of overage students is found in the ninth grade.

TABLE 5

Time Spent in the Bilingual Program[a]

(As of June 1983)

Time Spent in Bilingual Program	Number of Students				
	Grade 9	Grade 10	Grade 11	Grade 12	Total
1 Academic Year	39	72	6	1	118
2 Academic Years	1	9	32	3	45
3 Academic Years	0	2	3	12	17
4 Academic Years[b]	0	0	0	11	11
Total	40	83	41	27	191

[a]Rounded to the nearest year.

[b]Reflects participation in previous or other program.

- By the end of the year, 62 percent of the students had been in the program for one year.
- Fifteen percent of the students had been in the program for three or more years.

Students' range of literacy in Spanish varies from functional illiteracy (10 percent), to one to three years below grade level (83 percent), to advanced (college) levels (7 percent). This distribution is somewhat different than that described in previous years. Although the proportion of functional illiterates is somewhat lower, the proportion performing below grade level is much higher. The functional illiterate group is composed of a few students who constantly travel to their native country and others who had no schooling prior to entering the program.

In English, students are said to vary from an elementary level (25 percent) -- this level includes the functional illiterates in the native language -- to a low intermediate level (10 percent), to a high intermediate level (25 percent), to a relatively advanced or transitional level (40 percent).

It should be noted that of all students who qualified for program participation according to their score on the Language Assessment Battery (LAB), only 12 did not enroll. Although these students had linguistic characteristics similar to those of students in the program, they were removed by parental option.

III. PROGRAM DESCRIPTION

PROGRAM PHILOSOPHY

A consensus of opinion regarding program philosophy has not yet been reached in the program's third year of operation. Although the school and most program staff appear to support the program's philosophy and approach, (using the native language for instruction while expediting the students' acquisition of English), some members of the E.S.L. staff, which is part of the "mini-school" arrangement and serves all program students, differ in view. They hold that Spanish should be taught only to enhance reading and writing skills and not for content-area instruction. This difference in approach to educating bilingual students has apparently interfered less with program implementation as the program has matured. In the third year, particularly, new E.S.L. teachers seemed to be in agreement, more than previous E.S.L. staff, with the program philosophy and administrator.

The instructional philosophy has implications for the extent to which program students are integrated with non-program students. Some staff members felt in previous years that participants were too isolated. But as students have become more proficient in English, they have had more options for mainstream courses and therefore greater possibilities for integration. This has made the previously concerned staff and the school principal more confident that the program can implement its philosophy of mainstreaming. (See section on student placement, programming, and mainstreaming under Instructional Component for specific number of students mainstreamed.)

PROGRAM GOALS AND OBJECTIVES

The ultimate goal as stated in the proposal is "to provide a bilingual-bicultural instructional program, accentuating career awareness, to meet the linguistic, cultural, and future employment needs of Spanish-speaking limited English proficient students attending Park West High School. A target population of 200 [students] should be reached by this program."

Specifically, the program evaluation considers the following objectives for the 1982-83 period:

1) to improve achievement in English proficiency as indicated by the mastery of at least one objective per month of treatment on the Criterion Referenced English Syntax Test (CREST);

2) to increase reading achievement in Spanish as indicated by a statistically significant (α = <.05) difference between pre-post-test scores on the Interamerican Series, Prueba de Lectura;

3) to increase the proportion of program students passing content-area courses to a percentage equal to that of non-program students in the school;

4) to increase the attendance rate of participating students to a level that is higher than the general school attendance rate as indicated by a statistically significant (α = <.05) difference between rates of school (non-program) and program attendance;

5) to develop, disseminate, and translate curriculum packages in career awareness and social studies for Hispanic LEP students;

6) to train bilingual staff related to the program through workshops, conferences, and graduate courses; and

7) to increase parents' basic skills and knowledge of the educational system.

Additionally, the program proposal specified a number of long-range (three-year) objectives which will be considered in this third and final year of the project; they are the following:

1) to mainstream at least 70 percent of students who have participated in the program for a three-year period into programs not funded by Title VII that are preparing the students for a satisfying job or career of their interest and ability;

2) to establish a bilingual career research library to be used by the students, staff, parents, and the community of Park West High School; and

3) to prepare, publish, and make available to all bilingual parents a handbook on parental involvement in the educational process.

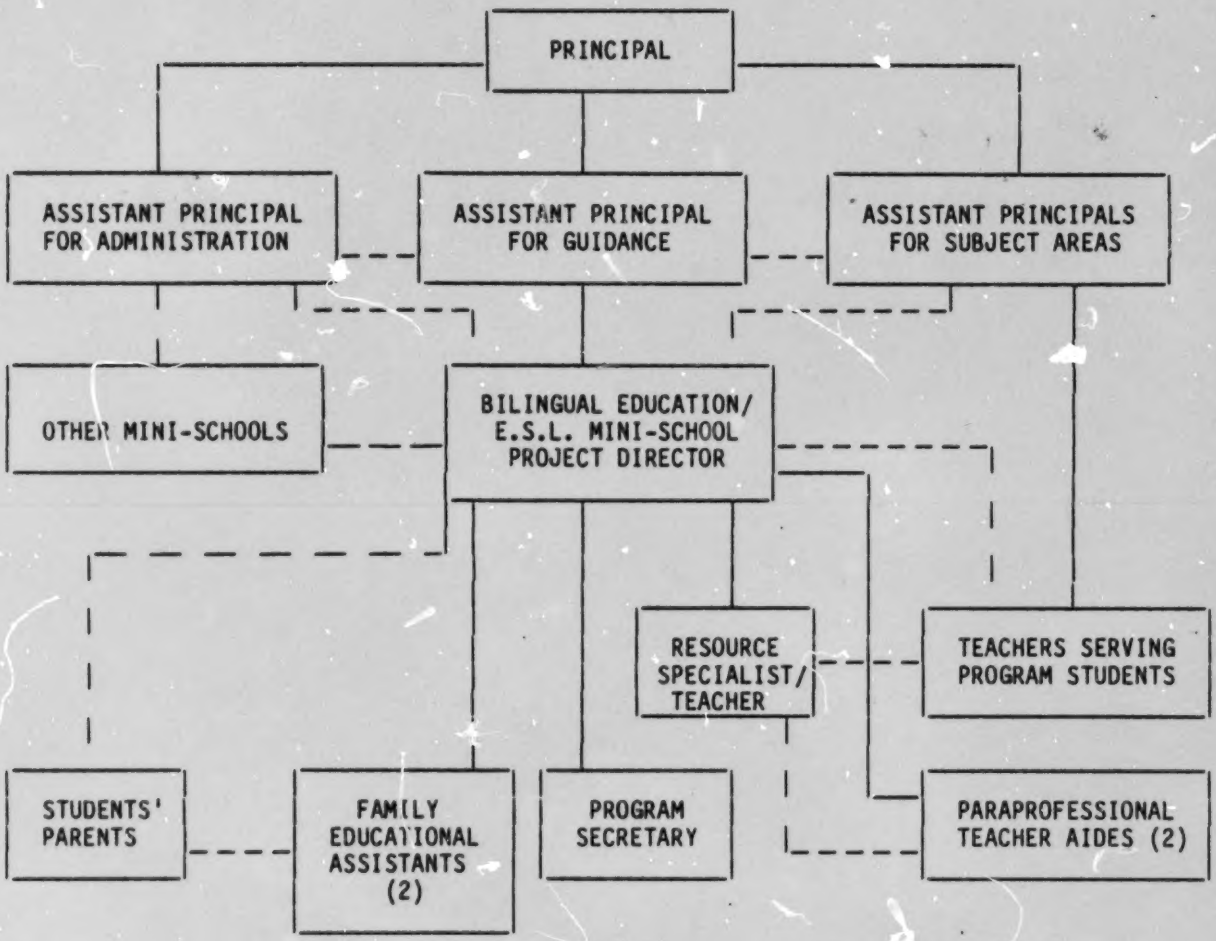
PROGRAM ORGANIZATION

Figure 1 illustrates the organization of the program within Park West. Although program structure is very similar to that of 1980-81, the functions of administration and supervision were much improved in 1981-82, and even more in 1982-83. As a "mini-school," responsibility for overseeing its operation was assigned to the assistant principal for guidance. The relations between this A.P. and the program director were said to be very favorable and effective. Both had congruent perspectives of each other's role and expressed satisfaction with the way in which it was carried out.

The program director, who has assumed more responsibility with each year of program operation, is in charage of administrative and fiscal matters, and relates directly to the A.P. for guidance and informally to the school principal. During the 1982-83 school year, he interviewed and recommended to the principal the hiring of one E.S.L. and three

FIGURE 1

Project "At Your SERVICE": Organization Within Park West High School



_____ Supervisory Relationship

---------- Collaborative Relationship

bilingual teachers, supervised the development of curriculum for instruction in the program, and was consulted by the assistant principals on budget allocations for supplies and personnel. Observations and interviews made it apparent that the school administration not only assigned the program director full responsibility for program implementation, but also expressed confidence in his professional judgement, and offered him support in implementing policy. The director takes part in the principal's cabinet meetings and reports on matters which pertain to the program particularly.

The assistant principals for subject areas supervise content-area and E.S.L. teachers and maintain frequent communication with the project director. The director supervises all non-instructional program staff, including the secretary, two family assistants, and two paraprofessional teacher aides. He works closely with the resource specialist who teaches one or two courses for the program each semester and the grade advisor, who teaches three social studies courses.

All persons filling program or program-related positions expressed satisfaction with the functioning of the program as it is organized. The present organization facilitates the delivery of services to program participants and to LEP students who are not in the Title VII program. With program participants, these students receive E.S.L. instruction funded by Title I and tax-levy, coordinated by the project director.

Both the principal and the project consider organization to be one of the important areas in which Title VII funds have contributed by increasing the school's capacity to serve LEP and bilingual students.

Through this funding source, the school administration has been able to organize a program that meets the linguistic and academic needs of 10 percent of the school population. The program organization has been crucial to the development of the bilingual secondary education course of study proposed. In this sense, it may be said that organizationally, the program has successfully achieved its objective.

STAFF CHARACTERISTICS

Appendix A lists staff members by function, and information relating to their education, credentials, and experience.

The present director, the third the program has had in its three years of operation, was appointed a month after the 1981 fall term was underway. He is bilingual in Spanish and English, and has created a sense of trust which allows staff and students to interact in positive ways. His leadership style -- flexible but direct -- has led to clearly delineated roles and expectations among students and staff, and an orderly setting for teaching and learning, despite the shortcomings of the physical space.

The resource specialist is licensed in bilingual high school science; he is Spanish/English bilingual. He has been appointed to the program since its initiation, first as a science teacher, later as a resource specialist and part-time teacher. The grade advisor is licensed in bilingual high school social studies; he is Spanish/English bilingual. He has had extensive experience teaching monolingually and bilingually, and was the second director of the program in its first year of operation.

All teachers, except two, are licensed in the areas they teach. Most have extensive experience in education and particularly in bilingual education or E.S.L. The paraprofessional staff are all experienced working with Hispanic bilingual students and all are engaged in studies toward a degree. Many of the teachers and most of the paraprofessional staff have been in the program during its entire duration.

Program staff and most teachers appear to be competent in their areas of expertise and show a great interest in the students' academic and personal improvement. A member of the evaluation team interviewed teachers and staff who provide bilingual services and those who provide English instruction. All bilingual personnel demonstrated a command of Spanish and for all, except one, Spanish was the native language. This staff member, however, had studied and taught in a Spanish-speaking country. Teachers of English demonstrated a knowledge of their field in discussions of student characteristics and the best approaches to serve them. Students who were interviewed yearly always cited their appreciation of the staff's personal interest in them and considered it a significant factor contributing to their satisfaction with and achievement in the program.

FUNDING

The program draws from five sources of funding: Title VII and Chapter I of E.S.E.A., tax levy, New York City Module 5B, and New York State Pupils with Special Educational Needs (P.S.E.N.). Tables 6 and 7

list personnel and functions by funding sources. The allocation of funds was made according to regulations established by the funding agents (with the possible exception of the Title VII funded resource specialist teaching part time) and the fiscal agent, the New York City Public Schools. Funds were used to meet the needs as proposed.

TABLE 6

Funding of the Instructional Component

Subject Area	Funding Sources	Number of Personnel: Teachers	Paras
E.S.L.	Tax Levy	1.0	
	Chapter 1	2.0	2.0
	P.S.E.N.	1.0	1.0
Reading (English)	Tax Levy	1.0	-
Native Language	Tax Levy	0.2	-
	Module 5B	0.6	-
Mathematics	Tax Levy	1.2	-
Social Studies	Tax Levy	2.0	-
Science	Tax Levy	0.6	-
	Title VII	0.4	-
	Module 5B	1.0	-
Vocational Subjects	Tax Levy	1.0	-

- Tax levy, the major funding source of the instructional component, supports seven teacher positions.
- The secondary funding sources for this component are allocated as follows: Chapter I - two teacher and two paraprofessional positions; N.Y.C. Module 5B - 1.6 teacher positions; and N.Y.S. P.S.E.N. - one teacher and one paraprofessional position.
- The distribution of funds indicates that tax levy is used mostly for teachers of bilingual subjects, English, and vocational subjects. Chapter I and P.S.E.N. are used for E.S.L., and Module 5B is used for native language arts and bilingual subjects.

TABLE 7

Funding of the Non-Instructional Component

Services	Funding Sources	Personnel
Administration	Title VII	Project Director
Curriculum Development	Title VII Title VII Tax Levy	Resource Specialist Project Director Content Area Teachers (4)
Supportive Services	Title VII Chapter I	Family Assistant Guidance Counselor
Staff Development	Title VII Title VII Tax Levy	Resource Specialist Project Director Grade Advisor
Parental & Community Involvement	Title VII Title VII Title VII Chapter I	Project Director Resource Specialist Family Assistant Family Assistant
Secretarial and Clerical Services	Title VII	Office Aide

- Title VII, the major funding source of the non-instructional component, supports the program administration, curriculum development, supportive services, staff development, parental involvement, and secretarial services.

- Title VII funds are complemented by Chapter I funds particularly for supportive services and staff development.

IV. INSTRUCTIONAL COMPONENT

STUDENT PLACEMENT, PROGRAMMING, AND MAINSTREAMING

Students who score below the twenty-first percentile on the English version of the Language Assessment Battery (LAB) and score higher on the Spanish version are eligible for program participation. This criterion was established by the New York City Board of Education as mandated by the Aspira Consent Decree. In addition, students are interviewed by program staff and teachers, who consider primarily their linguistic and academic needs. Students also take placement tests in each language.

The most salient placement and programming problems reported were those involving students who had never attended school before or those who were highly educated in their countries of origin. It has been considered ineffective to place students with little schooling in required classes if they have no familiarity whatsoever with the subject matter. Although there are only about 20 of these cases among Spanish-speaking LEP students, the situation merits attention, particularly if the number of incoming students with these characteristics continues to increase. On the other hand, advanced students also present a problem because instruction in bilingually-taught subjects is generally geared to the typical program students, who tend to be below grade level in performance.

Grouping is flexible so that students may progress through several levels of E.S.L. toward partial and eventually full mainstreaming. Table 8 illustrates typical programs of beginning, intermediate, and advanced students in E.S.L. No formal criteria are used for mainstreaming;

however, performance in classes and test scores, teacher judgement, interviews with the student, and parental consultation determine readiness for transition into more English instruction. The process of English instruction begins in the program classes that are taught bilingually. This process was particularly emphasized in 1982-83. As students demonstrate ability and confidence, they are placed in all-English classes gradually. No program student, however, takes all classes in English. Each student retains at least one Spanish course.

It is reported that both parents and students are amenable to partial mainstreaming, but they generally want to remain in contact with the program. Students interviewed by a member of the evaluation team felt that they received more personal attention in the program than anywhere else in the school. However, they looked forward to participating in mainstream classes, particularly students interested in specific vocational areas and a few who were college bound.

Although the program did not set specific objectives for mainstreaming students each year, one three-year objective states: "to mainstream at least 70 percent of students who have participated in the program for a three-year period into programs not funded by Title VII that are preparing the students for a satisfying job or career of their interest and ability." In its last year of operation, the director reports that 20 students were mainstreamed after the fall semester and one student after the spring. Five students were mainstreamed in 1980-81 and 38 were mainstreamed in 1981-82. This makes a total of 64 mainstreamed students in the three-year period (not all had participated for three years, however).

TABLE 8

Typical Programs for Beginning, Intermediate, and Advanced E.S.L. Students in the Bilingual Program

Beginning	Intermediate	Advanced
Global History (Bilingual)	E.S.L. B1	E.S.L. F
English A	E.S.L. B2	Physical Ed. 2
E.S.L. A3	Global History (Bilingual)	Remedial Reading
E.S.L. A4	English B	Spanish II
Native Language Arts	Math (Bilingual)	Advanced Geometry
Math C (Bilingual)	Spanish III	English F
General Science (Bilingual)	General Science 2 (Bilingual)	Economics (Bilingual)

•As students advance in their English proficiency, the number of courses in E.S.L. decreases, the number of courses taught in English increases, and the use of English in courses taught bilingually increases, i.e. the economics course taught to advanced E.S.L. students utilizes more English for instruction than does bilingual general science.

INSTRUCTIONAL OFFERINGS

Table 9 presents the director's report of the courses offered in E.S.L. during the fall and spring semesters, the number of classes, average class register, class time offered, and a description of the courses and curricula used. The variety of levels offered reflects the heterogeneity of students' needs and the ample provision made possible with combined sources of funding.

Table 10 presents the director's report of Spanish-language courses taught during the fall and spring semesters. These courses are intended to meet students' varied needs. In particular, the N.L.A. course is intended for students who have had no previous schooling, or who are far below their grade level in Spanish. The higher level courses integrated career orientation with Spanish grammar and literature.

Table 11 lists the director's report of courses taught bilingually during the fall and spring semesters; all of these courses are required for graduation. These offerings were the most extensive in number and subject matter ever provided in the program's history.

Table 12 presents the mainstream classes in which program students enrolled during the fall 1981 semester. Students were assigned to these classes on the basis of ability, need, choice, and graduation requirements. More students participated in mainstream courses in 1982-83 than in each of the previous program years.

TABLE 9

Instruction in English as a Second Language and English Reading

Courses	Number of Classes	Average Class Reg.	Class Pds. Per Week	Curriculum or Description	Material in Use
			Fall		
E.S.L. A(1-2)	2	17	10	Beginning	Lado Series[a]
E.S.L. B(1-2)	1	17	10	"	Access to English
E.S.L. C(7-8)	1	18	10	"	No Hot Water Tonight
E.S.L. D(6,1)	2	19	5	Intermediate	All in a Day's Work
E.S.L. E(13,21,34,17)	5	17	5	"	Points of View Stories
E.S.L.J (15,28,38)	3	18	5	"	Graded Exercises
E.S.L.L	1	21	5	Advanced	Regents English Workbook
E.S.L.M	1	20	5	Advanced/ Transitional	Regents English Workbook

[a]The Lado Series was used by students at all levels.

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TABLE 9 (continued)

Spring

Courses	Number of Classes	Average Class Reg.	Class Pds. Per week	Curriculum or Description	Material in Use
E.S.L.A	1	19	10	Beginning	Lado Series[a]
E.S.L.B	2	19	10	"	Access to English
E.S.L.C	1	18	5	Intermediate	No Hot Water Tonight
E.S.L.D	1	19	5	"	All In A Day's Work
E.S.L.E, E.S.L.F	2	15	5	"	Points of View
E.S.L.G	2	17	5	"	Graded Exercises
E.S.L.H	2	18	5	"	Dixon Modern Stories
E.S.L.J	3	19	5	Advanced	Regents Workbook
E.S.L.K	1	20	5	"	Regents English Workbook

[a]The Lado Series was used by students at all levels.

•Sixteen E.S.L. classes were offered in the fall with an average register of 18 students each. In spring, 1983, 15 classes were offered with an average register of 18. The program offered more E.S.L. classes in 1982-83 than in 1981-82.

•Beginning students received ten 45-minute periods weekly, and all others received five 45-minute periods weekly.

•Levels of proficiency ranged from beginning to transitional in the fall and beginning to advanced in the spring. Each level had several stages of progression.

•All E.S.L. classes followed the Lado Series curriculum by using its textbooks. The series was supplemented with others series, generally of short stories geared to students' levels, teacher-made materials, and the Regents English Workbook at the final stage of E.S.L.

TABLE 10

Instruction in the Native Language

(Fall and Spring)

Courses	Number of Classes		Average Class Reg.		Description
	Fall	Spring	Fall	Spring	
Spanish 3	2	1	35	37	Spanish grammar/literature
Spanish 4	1	1	29	33	ammar/literature/careers
Spanish 5	2	1	34	34	Literature/career awareness
N.L.A.	1	1	14	15	Literacy

- Six classes of Spanish were offered in the fall and four classes in the spring. Classes met five 45-minute periods weekly and had an average register of 30 students. The program offered more Spanish classes in 1982-83 than in 1981-82.
- The N.L.A. classes were intended for students with limited skills in Spanish. These classes had the lowest registers.
- All courses other than N.L.A. focused on grammar and literature. The highest levels included career awareness.

TABLE 11

Bilingual Instruction in Subject Areas

	Number of Classes	Average Register	Percent of Class Time Spanish is Used	Percent of Materials in Native Language
		Fall		
Global History 1[a]	1	25	80	80
Global History 2	2	28	60	60
Global History 3	3	34	40	40
American History 1	1	23	30	30
Fundamental Math 2B[a]	2	28	70	70
Fundamental Math 3C	2	21	50	50
Algebra 1	2	22	50	50
General Science 2[a]	1	35	70	70
General Biology 1	2	36	50	50
General Biology 2	1	27	40	40
		Spring 1983		
Global History 2	1	23	60	50
Global History 3	1	35	50	20
American History 1	2	30	40	50
Economics	1	20	20	10
Algebra 1	3	30	50	50
Algebra 2	1	26	40	50
Fundamental Math 2B	1	24	50	50
Fundamental Math C	1	27	10	10
General Science 1	1	40	60	60
General Biology 2	2	34	40	40
Chemistry 1	1	28	20	20

[a]Paraprofessional assistance was available in this class.

.The program offered 17 bilingual classes in the subject areas in the fall and 15 classes in the spring. More courses were taught bilingually during 1982-83 than in each of the previous program years.

.Spanish was used a lesser proportion of class time in the spring than in the fall semester. The proportion of Spanish used each semester tends to decrease as the course level in each subject area increases.

.The proportion of materials in the native language ranges from 10 percent in economics and the highest level of fundamental math to 80 percent in global history 1. Reportedly, all materials correspond to mainstream curricula and are appropriate to students' reading levels.

Instructional offerings in the program's third year were expanded to meet students' needs in relation to the citywide competency tests and graduation requirements. Relative to other high school bilingual programs, the program offered a very comprehensive course of study for Spanish-speaking students. Courses covered a wide range of subjects and levels. Additionally, students with sufficient English proficiency were enrolled in mainstream courses, such as vocational courses, in order to make the instructional provision greater and to implement the goal of career orientation (see Table 12). Most instruction for courses was offered in 45-minute periods five times weekly, except E.S.L. (and English) which were generally offered 10 periods weekly.

Class size averaged 18 students in enrollment, and paraprofessional assistants were available mostly in E.S.L. classes. The curricular emphasis during the final year was career awareness, which was primarily incorporated in the native language arts and science curricula. Topics discussed in these classes complemented career-oriented extracurricular activities sponsored by the program and the school. Graduating students in particular spent time after classes in the resource room seeking information to assist them in making decisions about careers and to learn how to pursue them.

Overall, it may be said that the program has to a great extent achieved its goal of creating "a bilingual-bicultural program that accentuates career awareness and meets the linguistic, cultural, and employment needs of Spanish LEP students," as proposed.

TABLE 12

Mainstream Classes in Which Program Students Are Enrolled

Course	Number of Students Enrolled Fall	Spring
Pre-Algebra	-	10
Algebra	10	1
Geometry	6	10
Twelfth-Year Math	2	2
Computer Math/Programming	2	3
Biology	-	1
Chemistry	2	4
World Geography	-	1
World History	1	1
American History	4	12
Economics	-	2

CLASSROOM OBSERVATIONS

Four classes were observed: two subject-area classes taught bilingually (tenth/eleventh-grade biology and global history) and two classes taught in English only (an advanced E.S.L. class and a low level mainstream English class). A member of the evaluation team observed the lessons using a guide, and briefly discussed with the teachers their views of the lessons and students.

In a tenth/eleventh-grade biology class, the teacher lectured on the functions of vitamins and proteins in Spanish and English, using the latter approximately 80 percent of the time. The lesson was conducted swiftly and the objective, which was stated on the blackboard and reiterated orally throughout the lesson, appeared to be clear and

precise. Approximately half of the 16 students in the class was involved actively by commenting, asking, and responding to questions; the rest followed the lesson passively. The teacher asked questions frequently, both in English and Spanish, allowing little time for student response. Both languages served to present and explain the substance of the lesson, as well as to elicit student responses. However, the use of English was observed to occur more frequently in matters related to procedures, i.e. focusing class attention, maintaining discipline, praising or reinforcing student performance, and writing on the blackboard. Spanish was used sporadically to translate "as needed," both orally and in writing, although the teacher had planned to use them in equal proportions. The teacher demonstrated a command of the two languages and of the slide projections and textbook used.

It is interesting to note that the same teacher was observed the previous year teaching a science class. In comparison, during the last observation, the lesson objective seemed to be more clearly presented, at least at a level comprehensible to a larger proportion of students; students were grouped similarly and taught in a similar mode (lecture/discussion); there was more assessment of student understanding and teacher feedback; and English was used for a greater proportion of time. The materials used this year were in English, whereas they were in Spanish the previous year, and classroom facilities were equally appropriate.

In a tenth/eleventh-grade global history class, the teacher presented a lecture with discussion in Spanish on the conditions of women in the past. The lesson was conducted slowly in a soft-spoken voice. The

topic written on the blackboard was presented in both English and Spanish: "The conditions of women (in the past)" and "¿Por qué las mujeres necesitan mas derechos?"* The observed discussion centered on the conditions of women historically, primarily in relation to inequality of rights. Approximately one-fourth of the 26 students in the class were participating actively; most of these were male. They initiated comments, posed and answered questions, and performed written tasks. The rest of the students were either involved passively or were distracted and not participating in the lesson at all.

The teacher presested questions of hypothetical conditions to which a few students could respond, attempted to develop group discussions, and assisted the students in the reasoning process. Spanish was used consistently for all these functions. However, there were periodic shifts to English when focusing class attention and for matters related to discipline. About 80 percent of the class time was used for teaching and during most of this time Spanish was the language used. The rest of the time, the teacher had to attend to disruptions caused by students, parents, and other teachers.

The teacher demonstrated relatively little organization of the material he presented and a command of the two languages. He expressed surprise when asked about his unplanned use of English and said it was used unconsciously, but thought English was more effective to discipline students.

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*Why do women need more rights?

One of the English classes observed was advanced E.S.L. in which the teacher concentrated on the development of vocabulary related to the story of Rip Van Winkle. The aim of the lesson, both written on the blackboard and stated orally, was "to describe Rip Van Winkle's character." The teacher read passages to the class and asked questions; very few of the 21 students present, however, were actively participating. The teacher attempted to clarify meanings and to engage students with the help of an assistant, in participation throughout the duration of the lesson. The class was composed of linguistically diverse groups, primarily speakers of Spanish and speakers of Asian languages.

When he asked, the teacher expressed a preference for working with linguistically mixed groups to teach E.S.L. He is of the opinion that Hispanic (Spanish-speaking students) tend to participate more actively than Asian language students; whereas Asian language students seem to demonstrate more disciplined study skills and behavior. The groups tend to complement each other serving as models of particular behaviors. He also believes that the most efficient use of the paraprofessional is to help students at the lowest levels of proficiency. (It is interesting to note that another E.S.L. teacher who teaches an advanced level expressed very similar views on student language composition and the use of the paraprofessional in a brief interview.)

The English mainstream class observed had 25 students, 10 of whom were Hispanic bilingual program students; the rest were mostly black Americans. The lesson consisted of two parts. The first was a set of vocabulary exercises, presented on a mimeographed sheet entitled

"Vocabulary Through Context and Word Variation," part of which were assigned for homework. The teacher then proceeded to discuss the story that had been assigned for prior reading, Midnight Express. She read passages to the class, pointing out specific words which she termed, "our words." She asked questions frequently but almost always received a response from one student in the class, an English-speaking, black American student. The teacher continued to probe for meaning and to emphasize an interpretation of the story: that the adult knows the consequences of his actions, whereas the adolescent does not.

Students were relatively well disciplined, although somewhat less than in the bilingual classes observed. The teacher is of the opinion that the bilingual program students do as well as the rest of the students. She expressed more satisfaction with these students than with the mainstream students because she finds them better behaved and more respectful in general. When asked about their performance on written assessments, she referred to grade records and demonstrated that, in general, their performance was similiar to the other students in the class. She attributed the students' observed lack of active participation to her relying too heavily on the contributions of one very assertive student.

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM AND MATERIALS

The program used project-developed as well as commercially-developed curricula and materials. New York City curricula were also adopted by the program for use in bilingual classes. During the three project years, the program developed and adapted the curricula listed on Table 13.

The director reports that all curricula are in use and conform with regulations established by the New York City Public Schools and the guidelines set by the New York State Department of Education. Curricula for bilingual courses parallel the curricula offered in the mainstream, but place greater emphasis on Latin America and the Caribbean in the social studies material in particular, and on career awareness in math, science, and native language arts.

Students use materials published in Spanish and English which are available in the classroom and in a resource area which functions as a small library. More than 500 publications, including Spanish dictionaries and books related to careers, are available in the program library.

The program long-range objective: "to establish a bilingual career research library to be used by students, staff, parents and the community of Park West High School" was met partially. The bilingual career research library (referred to as the resource center) was created throughout the three-year period of program operation. Use of it, however, has been made mostly by students and a limited number of program faculty members. The resource center was used most extensively in relation to careers during the 1982-83 school year. The experience

TABLE 13

Curriculum Development and Adaptation

CURRICULUM	Status			
	Develop-ment	Adapta-tion	Completed	In Process
Global History 1		X	X	
Global History 2		X	X	
Global History 3		X	X	
Economics		X	X	
American History 1		X	X	
Biology	X		X	
Chemistry	X			X
Laboratory (Biology)	X			X
Fundamental Math (A-C)		X	X	
Algebra		X	X	
Spanish		X		X
Commercial Spanish	X			X
Spanish Language Arts (N.L.A.)	X		X	
E.S.L. Levels 1-6		X		X

- Original curricula have been developed and N.Y.C. Board of Education curricula have been adapted for Spanish-speaking high school students in math, science, social studies, and Spanish.

- Most of these curricula have been completed during the project's three years of operation and some are still in the process of development.

with its use may serve to guide future users of these facilities, and to encourage other users according to the initial plan proposed. On the other hand, the one year objective ("to develop, disseminate, and translate curriculum packages in career awareness and social studies for the Spanish LEP student") was successfully achieved.

SUPPORT SERVICES

Support services in Project "At Your Service" consist primarily of guidance counseling, academic and career advisement, referrals to school and out-of-school services, family contacts, and parent education and training. Appendix B lists the types of services offered, the subject matter treated, staff responsible for their delivery, and the project director's opinion of service effectiveness.

Guidance

The Chapter I guidance counselor is primarily responsible for the counseling services provided to all program students, although program and school staff also contribute extensively. Personal and academic advisement are offered on a referral basis, but students may request services on their own initiative. The counselor sees from 10 to 15 students weekly. She considers their problems generally to be those affecting immigrant students, i.e. families reunited and encountering difficulties relating, financial difficulties, etc. The families are often called to meet with the counselor, or the family may seek counseling services for themselves. In general it is reported that, at first, families view counseling services in school as a loss of privacy. Referrals to an outside agency are viewed even more negatively.

Other problems which guidance services must address are those related to acculturation. Students often tend to view themselves as being different from mainstream students. Parents also share this view, particularly in relation to their female children, whom they tend to protect by limiting their contacts outside the home. All of these conditions may be related to other problems reported, such as severe headaches (often by female students) and pregnancies (three cases in 1982-83).

In addition to the services of the Chapter I counselor, the school provides an additional counselor for college bound students. All seniors in the program are served by this tax-levy supported position. There is a consensus of opinion among the guidance counselor working with most students, the project director, and the family assistants that counseling services are not sufficient in relation to student needs. Some program staff and students believe that intense personal problems and lack of interest on the part of the family are major causes of students' academic difficulties. This situation is further compounded by two circumstances that are program related: the bilingual "mini-school" and the target population expanded to almost double the size (number of students) of what it was in the program's initial stage; and the physical structure of the program facilities. The program is said to have "grown" too rapidly. The existing facilities are structured so that a high number of students are concentrated in two large partitioned areas during most of their school day. They are in constant contact with each other and all are aware of problems that may arise in any of

the areas within the large spaces. The problematic conditions have increased progressively and so has the need for supportive services.

In order to alleviate the conditions, while making the most of the existing personnel resources, the counselor and staff members have conducted group counseling sessions. In this way, they have been able to reach a greater number of students. The counselor is also planning group counseling sessions for parents, but is unsure as to its viability given the limited number of staff.

The students are said to receive bilingual counseling services even though the counselors themselves are not bilingual. The family assistants are bilingual; they are the first to deal with the students. Later they refer them to the counselor and serve as interpreters when necessary.

Referrals

Referrals within the school may be made by teachers, staff, the family assistants, or be initiated by students. Aside from the guidance counselor, referrals may be made to the school dean, the job counselor, and to the office of volunteer services. Referrals by program or school faculty generally result from a process of monitoring students' attendance, class performance, and semester grades. The program sends letters to parents of students who may be failing at least one course or behaving improperly. Parents must then come in to discuss the student's problem.

Although there is no documentation of a formal systematized process for staff referrals, the close proximity of program staff and the frequency of their face-to-face interaction allows them to share the conditions and progress of program students on an ongoing basis.

Referrals for services outside school are made to different agencies depending upon the nature of the need. The program has established close contact with these agencies in order to facilitate the process. Agencies will accept referred students depending on their case load. For psychological services, the program has relied on the Puerto Rican Family Institute. For financial aid, they have contacted the Cooperative Work Agency. For job and career counseling, they have used the services of Aspira of New York. These outside referrals are considered one of the significant services that the program has been able to provide beyond the school's potential. It may be considered one of the features in which the program has contributed to the school's "capacity" to serve the LEP student through the assistance of Title VII funds.

Home Contacts

Students' families are contacted by telephone, mail, home visits, or by invitations to program and school activities. Telephone contact is made with an average of eight homes daily. Visits are made at an average of five per week. The family assistants are primarily responsible for establishing contact but other program staff also contribute in this service.

Communication with families takes place in Spanish and parents have been observed by a member of the evaluation team to be treated courteously and personally. The staff members manifest a sense of empathy and understanding of the families' problems and also a sense of "caring" for the students they serve. This style, characteristic of this project's staff, contributes to the formation of a positive attitude on the part

of parents, who have to be contacted most commonly due to their children's problems in school.

Program and school activities are used to contact parents and to inform them of the students' performance. These activities may also be related to cultural holiday celebrations, dinners in which their children are receiving awards, or sessions to orient them in how best to guide their children in selecting a college or career.

PARENTAL INVOLVEMENT

The project attempts to involve parents by means of an advisory committee, classes, and workshops. The committee is composed of parents, teachers, and students. The members are invited to participate by the project director and they do so on a voluntary basis. They meet several times a year, generally when the program staff feels there is a need for a decision to be made on an issue. During the 1982-83 school year, the committee met six times and attendance averaged four members at each session.

The program offered E.S.L. and high school equivalency classes to students' parents, relatives, and members of the school's immediate community. Classes were held twice weekly for periods of two hours each. Classes were conducted by the resource specialist and were attended by an average of 14 per session. These classes, aside from bringing more parents to school, also served to attract members of the school's immediate community and to inform them of program offerings for high school students. As a result, some participants decided to enroll their children of high school age in the program.

Several workshops were conducted in order to assist parents in guiding their children toward a college education. They also held workshops to inform them about report cards, financial aid possibilities, and assisting students in career selection. Several staff members and the director expressed satisfaction with the success of the Career Day Workshop conducted this school year. It was attended by 55 parents, 22 teachers, and 300 students.

Throughout the program's years of operation, the bilingual/ E.S.L. "mini-school" has attracted more parents than all of the other mini-schools combined. Both the principal and the project director have complimented the work of the program staff and faculty in their efforts and achievements in this realm. The success may be related to the high degree of commitment on the part of the project director, most program teachers, staff, and students. It has been pointed out that communication with parents takes place in Spanish with staff members who share the same ethnocultural background. Additionally, it appears that course offerings for parents make a difference in attracting them to school and thus, enhancing parent-school relations.

The program had two types of parental involvement objectives to address in final year of operation. The yearly (one-year) objective states: "to increase the parents' basic skills and knowledge of the educational system so that they may be better able to help their children acquire good study habits and achieve academic success." The second objective is the long-range (three-year) objective which states: "to prepare, publish, and make available to all bilingual parents a handbook

on parental involvement in the educational process." According to information provided by program and school administration, both objectives have been satisfactorily met. Parents participated in activities intended to improve their skills to help in their children's education and a newsletter was published to provide them with information on the school and the bilingual program.

STAFF DEVELOPMENT

As part of the program's short-range (one-year) objectives, the one addressing staff development states: "to improve the professional status of the bilingual staff by establishing a number of workshops, conferences and graduate courses they would attend so as to better communicate, understand, teach, and appreciate the language and culture of the target population." During 1982-83, as in the previous school year, staff development activities consisted of department (program) staff meetings and workshops in school; attendance at conferences, workshops, and meetings outside school; and enrollment of professional staff in graduate courses and paraprofessional staff in undergraduate courses. These activities are listed in Appendix C.

Department meetings in school were attended by all staff members, including E.S.L., bilingual content-area, and native language arts teachers, and all program paraprofessional staff. These meetings were conducted by the director, the Chapter I staff trainer, the resource specialist, and the grade advisor, depending on the meeting topic.

Chapter I, a complementary source of funding used to serve program students, also provides for staff development. The staff trainer conducts workshops monthly to which all Chapter I personnel attend. These workshops are generally related to teaching English as a second language and reading.

In addition to department meetings, the program provided in-service workshops on the integration of career and college orientation through course work. These sessions were attended by all teachers. The resource specialist conducted career orientation sessions three times, and he and the director conducted college orientation sessions twice during the year. All of these activities were judged by the director to have been very effective in helping staff better serve program students.

Activities outside school included conferences held by professional organizations or meetings held by the city office of bilingual education or the state Chapter I office. In the conferences, sessions attended dealt with topics of general professional interest; whereas the city and state office meetings were generally related to procedures for gathering program student information, evaluation of performance, or to report findings. All of these activities were attended by the project director, except the state office meetings which were attended by the resource specialist. The director considered these activities to be effective in their contribution to program operations.

The staff development activity in which the staff engaged most frequently was attendance at college and university courses. Five program teachers and the project director were enrolled in graduate

courses; two teachers were attending on a full-time basis. Of the program's paraprofessional staff, the Title VII family assistant and office aide, and the Chapter I family assistant were enrolled in undergraduate courses; the Title VII family assistant was enrolled on a full-time basis. In the director's opinion, only the courses in which the bilingual and Spanish teachers were enrolled were very relevant to the program. All other staff, professional or paraprofessional, were enrolled in courses that, while professionally enhancing, were not considered by the director to be relevant to the program.

It appears that the program has met its staff development objective to a moderate extent. Provisions or opportunities were provided for enhancing staff knowledge and skills related to serving students of a different language and cultural background, particularly focusing on career orientation. However, for a program that attempts to specialize in a career orientation service, it appears that the number of sessions and the means by which it was attempted were very limited. Only three career orientation sessions were offered, and these were not coordinated with any complementary college course or outside activity. Further, a number of staff members were enrolled in courses that were not related to career orientation through bilingual education, nor even to their academic area of service. Although these courses may serve to enhance the staff's professional growth, the question remains how much more their services could be improved if courses were geared to meeting program needs and objectives.

CAREER DEVELOPMENT

The approach used for career development included both the integration of career awareness into the curriculum and separate activities intended to enhance the students' knowledge of and their ability to select and pursue careers. In conjunction with outside agencies and under the responsibility of the resource specialist, the program sponsored two special activities related to career orientation. Materials and information from the career unit of the New York City Board of Education were acquired and made accessible to teachers and students. Teachers worked with students promoting an awareness of career needs. Students, then, selected three careers of interest. These selections served as a basis for planning career activities.

The yearly Career Day Conference was conducted in a manner similar to that of a professional organization conducting an annual conference. Speakers and workshops leaders were invited to make a number of presentations. Students selected the session they wanted to attend and participated in workshop activities by questioning and commenting. After the conference, students discussed in class what they had learned, whether they had changed their decisions about a particular career, and why.

Overall, through career awareness activities and integration of career orientation with the general curriculum, the program was able to meet its yearly objective which states: "to increase the awareness of participating students in career opportunities, and career skills so as to be better able to join the job market and improve their economic conditions."

GENERAL INDICATORS OF ATTITUDES

The director reports that the majority of students have a good attendance record because of their feelings toward the social and academic environment of the program. There are very personal interactions and trusting relations between students and faculty. Referring to the director, one student said, "El sabe apreciar el interés que se toma el estudiante. A mí me interesa la aviación y el me ayudó a entrar.* Attendance problems are said to result mainly from family needs such as those for a babysitter or an interpreter. Some students are asked to perform these roles.

Program students participated in extracurricular activities both in and outside school during 1981-82. One student received a $1,000 scholarship award from the United Federation of Teachers, 15 students were on the honor roll, and two received E.S.L. awards for the most improvement in English. Some received attendance awards given in a special school assembly. Many participated in the program's after-school center, which provides informal counseling services, tutoring, and table games. Other students participated in TOLLEPS, a career orientation after-school center, while yet others worked independently or with the resource specialist on identifying schools and career opportunities for after graduation.

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*He knows how to appreciate a student's interest. I am interested in aviation and he helped me to enter the aviation program.

Of the 17 graduating students, all had applied to colleges, most to City University centers; 15 students were accepted. It should be noted that most of these students hold jobs in order to help their families economically.

Within the school population, marijuana use, alcohol abuse, and "cutting classes" seem to be major problems. Among program students, however, marijuana smoking and alcohol consumption reportedly are not problems in school. During 1982-83, three female program students were harassed, assaulted, and robbed. Program staff reported that these problems are generally initiated by mainstream students, but eventually provoke program students to react. Overall, program students are said to be more orderly in school, to have a lower rate of suspension, and to feel more a "part of a family" than mainstream students.

VII. FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE

The following section presents the assessment instruments and procedures used in evaluating the attainment of program objectives.

ACQUISITION OF ENGLISH SYNTAX

The assessment instrument utilized for measuring achievement in this area was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula at the high school level. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (II). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pre- and post-test are calculated to represent the gain score, and an index which represents the number of objectives mastered per month is computed. However, since the levels are not equated vertically, it is impossible to measure gains for students who change levels. Extensive information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English as a Second Language Criterion referenced English Syntax Test.*

The CREST was administered at the beginning and end of both the fall and spring semesters. Table 14 presents the test results for students who were pre- and post-tested with the same test level during each semester.

*Board of Education of the City of New York, Division of High Schools, 1978.

Data were available for 50 students in the fall semester and 72 students in the spring semester. Examination of Table 14 reveals that in the fall, an average of approximately 2.14 CREST objectives per month were mastered by students tested on CREST Level I, 2.17 objectives per month were mastered on CREST Level II, and 0.96 objectives were mastered on CREST Level III. In the spring term, approximately 1.41 CREST objectives per month were mastered by program students tested on CREST Level I, 1.16 objectives per month were mastered on CREST Level II, and 0.48 objectives per month were mastered on CREST Level III.

The criterion used in evaluating the program objective was a minimum of one CREST objective per month average mastery for all program students at each given CREST level. The criterion level was attained for program students tested at CREST Levels I and II in both the fall and spring terms. On CREST Level III, program students came close to but did not meet the criterion level in the fall, with an average mastery level of 0.96 objectives. In the spring, the Level III group failed to attain the targeted one objective per month mastery, mastering an average of 0.48 objectives per month.

Failure to attain the criterion level at CREST Level III was in part attributable to the high pre-test achievement of the learners, leaving limited possibilities to show growth on the instrument used. In the fall term, approximately 50 percent of the program students had mastered 12 or more objectives on the pre-test, while aproximately 58 percent of the program students had initially mastered 12 or more objectives on the spring pre-test. Thus, for many students it was not statistically possible to improve an average of one objective per month.

TABLE 14

Results of the Criterion Referenced English Syntax Test

(Program Students Pre- and Post-Tested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	11	9.09	15.27	6.18	2.87	2.14
II	18	12.06	18.11	6.06	2.77	2.17
III	21	10.52	13.05	2.52	2.17	0.96
TOTAL	50	10.76	15.36	4.60	2.77	1.66
			Spring			
I	20	12.35	17.55	5.20	3.56	1.41
II	21	13.86	17.76	3.90	3.43	1.16
III	31	10.94	12.68	1.74	3.60	0.48
TOTAL	72	12.18	15.51	3.33	3.54	0.93

*Post-test minus pre-test.

NATIVE LANGUAGE READING AND COMPREHENSION

The assessment instrument used to measure gains in reading and writing in Spanish was the Prueba de Lectura. The Prueba de Lectura is part of the Interamerican Series of Tests published by Guidance Testing Associates. The purpose of the series is to evaluate achievement in English and in Spanish for Spanish-speaking students from the Western hemisphere. Tests items were selected for cultural relevance to both Anglo and Hispanic cultures.

The publishers recommend that local norms be developed for the tests. Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's Univeristy, One Camino Santa Maria, San Antonio, Texas 78284.

"Effect size" was calculated for each grade level, following the procedure recommended by Cohen.* An effect size for correlated t-test is an estimate in standard deviations, freed of sample size, of the difference between means. Effect size provides additional substance to the analysis as it may be interpreted in light of Cohen's recommendations:

.20 = small effect size

.50 = moderate effect size

.80 = large effect size

*J. Cohen, Statistical Power Analysis for the Behavioral Sciences, Academic Press.

In accordance with the program objective, student pre- and post-test performance was compared on the Prueba de Lectura with the expectation that post-test scores would be significantly greater than pre-test scores. Statistical significance was determined through the application of the correlated t-test model. This analysis demonstrates whether the difference between pre- and post-test mean scores is larger than would be expected by chance variation alone, that is, statistically significant. This analysis does not represent an estimation of how students would have performed in the absence of the program. The absence of appropriate norms and unavailability of a comparison group makes such an analysis unfeasible.

As presented in Table 15, program students (N=157) as a whole demonstrated statistically significant gains on the post-test ($p<.001$). Addition analyses were performed for each grade level, all of which showed statistically greater post-test scores ($p<.001$).

Another index of improvement, the effect size, was computed by dividing the difference between the means by the standard deviation of the difference between pre-test and post-test scores for each individual. This provides an index of improvement in standard deviation units, and a change of 0.3 standard deviations or higher is generally considered to be meaningful.

As noted in Table 15, effect size for the total program group was 0.93, indicating a substantial improvement in performance. Results for each grade were similar with effect sizes ranging from 0.79 to 1.47.

TABLE 15

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores on the Prueba de Lectura, Level 3, by Grade

Grade	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/post	T-Test	Level of Significance	Educational Significance
9	30	54.67	23.75	69.9	24.97	15.23	0.91	8.07	<.001	1.47
10	72	66.33	28.82	85.11	[illegible]53	18.78	0.73	7.83	<.001	0.92
11	34	69.42	27.19	81.38	22.49	11.97	0.83	4.62	<.001	0.79
12	21	70.90	26.07	81.76	23.40	10.86	0.94	5.56	<.001	1.21
TOTAL	157	65.38	27.50	80.95	25.39	15.57	.80	11.70	<.001	0.93

STUDENT ACHIEVEMENT IN MATHEMATICS, SCIENCE, AND SOCIAL STUDIES

The program proposed to increase in the proportion of its students passing content-area courses to a percentage equal to that of non-program students in the school. Since data for mainstream students' performance in these areas were not available, program student achievement was analyzed against a minimum criterion that at least 70 percent of the program students would pass their content-area courses.

As indicated in Table 16, the passing rate for program students in mathematics was 78 percent in the fall and 75.8 percent in the spring; for science courses the passing rate was 86.9 percent in the fall and 89.7 percent in the spring; and for social studies courses the passing rate was 51.3 percent in the fall and 82.6 percent in the spring. The criterion 70 percent passing level was achieved for all content areas with the exception of the fall social studies courses.

TABLE 16

Number of Program Students Attending Courses and Percent Passing

Teacher-Made Examinations in Content-Area Subjects

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	TOTAL N	TOTAL % Passing
				Fall						
Mathematics	26	84.6	64	73.4	34	85.3	17	70.6	141	78.0
Science	26	92.3	65	81.5	32	90.6	14	92.9	137	86.9
Social Studies	28	89.3	68	63.2	33	21.4	25	16.0	154	51.3
				Spring						
Mathematics	37	70.3	76	76.3	38	78.9	14	78.6	165	75.8
Science	36	91.7	75	88.0	33	90.9	11	90.9	155	89.7
Social Studies	35	77.1	72	79.2	37	86.5	23	95.7	167	82.6

[a]Mathematics courses include computer math, twelfth-year math, geometry, algebra, pre-algebra, and remedial math. Science courses include chemistry, biology, and general science. Social studies courses include economics, American history, world history, and world geography.

STUDENT ATTENDANCE

In accordance with the program objective, the attendance rate for program students was compared to that of the student population as a whole. Table 17 presents the attendance rates for program students. This was compared to the total school attendance rate (72.1 percent, N=2,879) through use of the z-test[a]. A significant z-value would indicate that the program attendance rate is not based on a representative sample of the school population, that is, the two attendance rates are statistically different.

The program student attendance rate was found to be significantly greater ($p<.001$) than the total school attendance rate. One hundred and fifty of the program students had attendance rates greater than that of the total school population (72.1 percent).

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[a]The z-test formula is:

$$z=\frac{p-P}{\sqrt{\frac{PQ}{n}}}$$

where p=program attendance; P=school attendance rate; Q=(1-P)=the residual of P; and n=the number of program students.

TABLE 17

Attendance Percentages of Program Students

Grade	Number of Students	Mean Percentage	Standard Deviation
9	40	78.68	23.46
10	82	82.46	23.47
11	41	85.46	16.68
12	26	81.96	17.85
TOTAL	189	82.24	21.40

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In the third and final year of program operation, the evaluation team found the goals and objectives of "At Your Service" to be sensibly and realistically formulated, given the project's existing capacity and its achievements. The program was largely successful in its delivery of services and in meeting its short-range (yearly) and its long-range (three year) objectives. Housed in a low-income, inner city school setting that is increasing in ethnic/racial diversity, the program is seeking solutions to the problems that arise and ways of promoting cooperation among these groups. The characteristics of its own Hispanic student clientele have changed throughout the three years of services. Students coming from certain New York City feeder schools are generally less prepared academically and seem to have acquired "street" values unfavorable to school discipline, both in relation to study habits and to orderly behavior. The diversity of characteristics and needs created the necessity to expand instructional offerings and guidance services to the extent that program resources allowed.

Instructionally, the program has offered progressively more academic options. To a greater extent than in the past, it has been able to accommodate students with extremely varied levels of proficiency in their native language and English. It has integrated a career awareness component to its curricular offerings. Additionally, it has mixed Hispanic students with other language groups for E.S.L. instruction

which may result in improved intergroup relations. The gradual mainstreaming philosophy set as a goal has been achieved without a written policy outlining the approach to be used to reach this end. Teachers determined the use of the two languages for instruction following the general guidelines of increasing the use of English gradually. Mainstreaming has resulted in more integration of program and mainsteam students and also, unintendedly, in more agreement among school and program administration and the E.S.L. staff regarding the program's potential through its bilingual approach.

Program organization and staff characteristics continue to be outstanding features related to program success. While the assignment of more administrative responsibilities to the project director each year has had favorable results because it centralized the decision-making functions to a greater extent, there are certain considerations that might also be made. First, the director is limited in his power to make official decisions because he is not an assistant principal. Official status would broaden the realms of decision-making and likely improve staff receptivity to formulated policy. Second, complete responsibility for the program may detach the rest of the school administration from project affairs and lead to the segregation of the organizational unit. A balance between separation and integration would need to be sought. Third, to delegate most responsibility to the director, whose position is supported by a federal funding source, may result in placing excessive demands on one individual, particularly one who may not remain in the school if federal funding expires.

The staff's competence, interest, and commitment to the students they serve were highlighted by participants yearly as factors contributing to program achievements. However, the director's lack of status as an official supervisor in the organizational structure may be related to the lack of change noted in the program's staff development component, for which a systematic approach to teacher observations (a function of the official supervisor) and training has been recommended in the previous program years. This aspect of staff development is particularly important in view of the fact that the program attempts to specialize in bilingual (including E.S.L.) instruction integrating career orientation.

Other outstanding features are the non-instructional services which the program has been able to offer, at a level beyond the school's capacity. Guidance services are offered extensively by school and program staff, yet there continue to be reports that the need is greater than provisions made. The program has established contact with homes, with colleges, and with service agencies in order to meet the needs of its students, more than the school might have been able to do in its absence. It has attracted parents to school by means of activities related to their children's future and through the school's adult education classes. These efforts, in conjunction with a specialized instructional program, and a staff which takes personal interest in the students, have resulted in many students having more positive attitudes toward school and toward themselves.

Funding from varied sources has been used effectively, including the creation and acquisition of durables that will remain for future use

(such as curricula and materials). In this area, the program has made achievements beyond those originally proposed. However, in the three-year period, the school has relied on outside sources of funding to support program administration and has not yet allocated funds for the director's position from tax-levy (permanent) sources.

All in all, project "At Your Service" was found to be in very healthy condition, particularly in its ability to deliver instructional and non-instructional services to students in great linguistic and academic need, who will have to face the demands of the world of work and/or higher education upon leaving the program. The progress made in organization, staffing and staff relations, curriculum, instruction, and supportive services has enabled the program to achieve to a great extent the objectives as originally formulated. This achievement merits the school's consideration for program continuation and further improvement. Such a fully developed bilingual vocational high school program would serve as a model in the New York City public schools.

RECOMMENDATIONS

1) Given the increasing ethnic/racial diversity in the school and program context, and the intergroup problems that have ensued, the program might consider (provided there are resources available) coordinating and implementing cross-cultural/interethnic relations courses and/or workshops for students. These offerings may serve to highlight intercultural similarities and differences, and to promote intergroup understanding and relations. The social studies department might be involved in the design of such a course and the means by which the course could be added to the curricular offerings for academic credit.

2) Given the wide diversity of students' linguistic and academic needs and the provisions made to serve the particular needs of the "underachiever" and the "average" student, the program might now consider the extent to which it can provide for the "above average" student. Grouping advanced students in both content-area and English language instruction may expedite their preparation for mainstreaming. These advanced students may also be prepared to tutor their less advanced peers, thus serving as additional program resources while acquiring teaching and helping skills.

3) The career awareness component, which has been integrated into certain curricular areas, might be expanded to permeate more courses such as E.S.L. and mathematics. This integration might serve to further relate the English language skills developed through E.S.L. coursework to the linguistic demands of career-related activities.

4) The tendency to increase program centralization by assigning the director more responsibilities in staffing, overseeing curriculum development, and budgeting appears to have had positive results for the program in these areas. In the third program year, however, the director continued performing these functions without official status. The administration is urged to consider the consequences of this latter condition, particularly because the director is heading one of the school's mini schools, administering the bilingual and E.S.L. programs for the language minority and limited-English-speaking student population. Any planned change to increase the director's level of authority should be aimed to maximize the quantity and quality of student services,

staff supervision and development, and the integration of mini-school and school administration. The change should aim for program stability and compliance with Title VII regulations for the gradual institutionalization of programs initiated with its financial assistance, and to ensure that the program functions as an integral part of the school as a whole.

5) The program might consider the possible benefits of a collaborative process involving mini-school administration and faculty and technical assistants to review its existing instructional practice related to language use. This team could explore the advantages of an explicit language policy to guide how Spanish and English will be used to teach content areas while developing both languages, and how E.S.L. may be taught in order to enhance conceptual development and achievement in the content areas.

6) Although the program has made great achievements in the delivery of non-instructional services, the need for psychological counseling and testing is greater than provisions now being made for them. Students tend to seek these services within the program or from a Chapter I guidance counselor. Additional bilingual guidance or psychological services assigned to the program or, at least, more regularly scheduled group counseling sessions would alleviate this reportedly problematic condition.

VIII. APPENDICES

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APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs

Function(s)	% Time for each Function	Date Apptd.	Education (degrees)	Certification	License(s)	Total Years Experience in Education	Years Experience: Bilingual	Years Experience: E.S.L.	Other Relevant Experience
Project Director	100	9/81	M.A. Adv. Cert. Adm.	NYC NYS	Spanish - Day High Adm - Supv.	15	11	4	U.S. Army - Spanish MDS Bil. School Director - Private
Teacher: Bilingual Science Resource Specialist	60 40	9/81	B.A. - Science Chemistry/Gen. Science	NYC	Bil. Science Chem/gen. sci.		4		Taught in Panama's public schools
Teacher Bil. S.S. Grade Advisor	60 40	2/82 9/82	B.A., M.A., Advanced Certificate in Educational Administration	NYC NYS	Bil. Soc. Stud./H.S.		10		Taught in Mexico
E.S.L. Teacher	100	9/72	B.A., 30 grad. credit	NYC NYS	E.S.L. - H.S.			12	Peace Corps - Thailand
E.S.L. Teacher	100	9/80	M.A. - English	NYC NYS	E.S.L. - H.S.	5		3	Taught mainstream English
E.S.L. Teacher	100	9/76	H.S. French/E.S.L.	NYC NYS	E.S.L. - H.S.	12	2	3	French teacher N.Y.C.
English Teacher	100	2/82	H.S. Social Studies Per Diem Certificate	NYS NYC	Soc-Studies H.S. Per Diem	22 Retired Teacher	0	0	Taught Soc.Studies N.Y. State
English Teacher	40	9/82	B.A.	NYC	Eng-Day High School Per Diem	10+		Yes	Taught E.S.L. in Quebec, Canada
Teacher-Bil S.S.	100	9/80	B.A.-M.A. June 1983	NYC NYS	Bil.Soc.Stud./H.S.	7	7	4 E.S.L.	Taught E.S.L at Junior High School
Teacher-Mathematics Bilingual	100	9/82	B.A. Math 18 graduate credit	NYC NYS	Bil. - Math Per Diem	2	2		Taught in Cuba 15 years
Teacher-Mathematics Soc. Studies	60 40	9/82	M.A. - English Bilingual Education	Per Diem	Per Diem Cert.- Eng.	5	5	3	Taught in Puerto Rico/Taught bil. educ. in Boston

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APPENDIX A (continued)

Function(s)	% Time for each Function	Date Apptd.	Education (degrees)	Certification	License(s)	Total Years Experience in Education	Years Experience: Bilingual	Years Experience: E.S.L.	Other Relevant Experience
Teacher - Science (Bilingual)	100	9/81	M.A. - Educational Science	NYC NYS	Bil. Bio. and Gen. Sci.	13	9		Social Worker 2 years
Teacher - Spanish	100	9/81	B.A. - Spanish 30 grad. credits.	NYC NYS	Spanish - Day H.S.	18 H.S. Spanish	2	2	
Title VII Bilingual Family Assistant	100	4/74	Associate Degree (Business)		Family Associate	9	3	3	Fluent in Spanish
Title I Family Assistant	100	9/80	Associate Degree			8	3		Fluent in Spanish
Title I Paraprofessional	100	9/80	Associate Degree						
Office Aide	100	11/81	Associate Degree			5	3		Office of Bilingual Education

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APPENDIX B

Support Services Offered To Program Students (Fall and Spring)

Type of Service	Subject	Staff Person(s) Responsible	Frequency of Service Offered	Coordinator's Judgement of Effectiveness of Service		
				Hardly	Somewhat	Very
COUNSELING						
. Academic	Programing, improving grades and its relation to attendance and behavior	Project Director, Guidance Counselor, Resource Specialist, Title VII Grade Advisor, Chapter 1 Grade Advisor	At least twice yearly on formal basis			X
. Personal	Personal, family, medical, and financial problems	Same as above	Daily on informal basis		X	
. Career Orientation	Prerequisites of college studies, job opportunities, volunteer work	Project Director, Resource Specialist, All Other Staff	Weekly			X
. College Advisement	Seeking and requesting admission and financial aid	Guidance Counselor, Resource Specialist, Project Director	Weekly			X
. Individual	Personal problems	All Staff Members	On-going			X
. Group	Attendance, behavior, rules and regulations	Family Assistants, Grade Advisor, Resource Specialist, Project Director	Weekly			
REFERRALS						
. In-School	To: Guidance Counselor, Dean, Job Counselor, and Volunteer Services Re: school matters	Family Assistant, Resource Specialist, Project Director	On-going			X
. Out-Of-School	To: Central Park Volunteer Association, Puerto Rican Family Institute, Cooperative Work, Aspira Re: medical, psychological, and financial problems	Same as above	On-going			X

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APPENDIX B (Continued)

Support Services Offered To Program Students (Fall and Spring)

Type of Service	Subject	Staff Person(s) Responsible	Frequency of Service Offered	Coordinator's Judgement of Effectiveness of Service		
				Hardly	Somewhat	Very
FAMILY CONTACTS						
. Home Visits . Telephone . Mail	To discuss students' problems Re: attendance, academic performance, discipline, social services needed	Title VII and Chapter I Family Assistants	Daily			X
. Program Activities	Advisory Committee meetings, Award Programs Assemblies, college and career orientation	Resource Specialist, Family Assistants, Project Director, Other Project Staff	Periodically scheduled			X
. School Activities	Parent Association meetings, talent shows, school assemblies, Open School Day	School and Program Staff	Periodically scheduled			X
PARENT EDUCATION AND TRAINING						
. Classes	E.S.L. High School Equivalency	Resource Specialist, Bilingual Teaching Staff	Two 2-Hour periods weekly			X
. Workshops	College orientation report card orientation, financial aid, E.S.L., career day workshop	Resource Specialist	Periodically scheduled			X

APPENDIX C

Staff Development Activities Outside School

Strategy	Description(s), Goals or Titles	Sponsor/Location	Speaker or Presenter	No. and Titles of Staff Attending
Workshops Held Outside School	Bilingual Education Evaluation and Assessment	Teachers College-Columbia University	Experts on Measurement and Evaluation in Education	1 Project Director 1 Grade Advisor
Conferences and Symposia	National Association for Bilingual Education	NABE/Washington D.C.		1 Project Director
	State Association for Bilingual Education	SABE/Rye, N.Y.		1 Project Director
Other	LAB Reports Lau Reports BESIS (survey) Evaluation Proposal Writing	Office of Bilingual Education - NYC Board of Education	Office of Bilingual Education Staff	1 Project Director
	Lau Report Evaluation	Office of Chapter I - NY State Education Department	Chapter I Staff	1 Resource Specialist

APPENDIX C

Staff Development Activities in School

Strategy	Titles	Staff Attending	Speaker or Presenter	Frequency
Department Meetings	Bilingual/E.S.L. Mini-school Staff Meeings	All Staff Members	Project Director, Chapter I Staff Trainer, Resource Spec. and Grade Advisor	1 per month
Workshops	Chapter I Workshop	All Chapter I Personnel	Chapter I Trainer	
	Career Orientation	All Staff Members	Resource Specialist	3 per year
	College Orientation	All Staff Members	Project Director and Resource Specialist	2 per year

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APPENDIX C

University Courses Attended by Staff (Professional and Paraprofessional)

Staff	Institution	Courses	Number of Credits/ Academic Level	Applicability of Coursework to Program		
				Hardly	Somewhat	Very
E.S.L. Teacher	Hunter College	Art, History, Music	6/Graduate	X		
Math Teacher	Long Island University	BE, Communication, Theory of Numbers, Calculus II	12/Graduate			X
Social Studies Teacher	Columbia University	BE, West. Civil., History of Latin America, American Foreign Policy, Indian Studies	12/Graduate			X
Spanish Teacher	Fordham University	Spanish Literature	6/Graduate			X
Project Director	Columbia University	BE Evaluation and Assessment	3/Graduate			X
Family Assistant	Lehman College	Money, Banking, Advanced Accounting, Micro. Eco., Int. Accounting	15/Undergraduate	X		
Family Assisant	Lehman College	Business	6/Undergraduate	X		
Uffice Aide	Lehman College	Science, Nutrition	6/Undergraduate	X		